



The Intersegmental Committee of the Academic Senates
University of California
California State University
California Community Colleges

IGETC

STANDARDS, POLICIES AND PROCEDURES FOR INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

Version 2.4

The 2023 IGETC Standards, Policies and Procedures Version 2.4 provides an accessible way to review information related to the IGETC. This information includes current practices and policies and new policies and procedures as approved by the California Community Colleges, the California State University, and the University of California. The IGETC standards, policies, and procedures contained in this document supersede any and all previous versions of IGETC Standards, Policies and Procedures including but not limited to IGETC Notes 1, 2, and 3.

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1 History

Purpose

The Intersegmental General Education Transfer Curriculum (IGETC) began in 1991 to provide an option for California Community College students to fulfill lower-division general education requirements before transferring to either a California State University or University of California campus. The curriculum and its policies are overseen by the Intersegmental Council of Academic Senates (ICAS), representing faculty from California's three segments of public higher education.

Background

Since the development of the 1960 Master Plan for Higher Education, ease of transfer has been the cornerstone of California's three-tiered system of higher education. Transfer issues were therefore central to the concerns of legislators and members of the Commission to Review the Master Plan ("the Commission"), who examined and renewed the Master Plan for Higher Education in California in the 1980s.

In response to the concerns raised by the Commission and the Legislature, embodied in Assembly Bill 1725 (Chapter 973, Statutes of 1988), faculty from the California Community Colleges, the California State University, and the University of California developed IGETC to provide a statewide, lower-division general education transfer curriculum applicable to all California Community College (CCC) students transferring to a California State University (CSU) or University of California (UC) campus. The Academic Senates of the California Community College, the California State University, and the University of California endorsed the creation of IGETC to facilitate the ease of transfer for California Community College students, regardless of the CSU or UC campus to which they transfer.

Other General Education Programs

Both the California State University (CSU) and the University of California (UC) established curricular programs to assist California Community College students in meeting lower-division general education requirements prior to transfer.

Beginning in Fall 1981, CCC students were able to use the statewide CSU General Education-Breadth pattern to meet lower-division general education, a lower-division GE pattern that is still predominantly used by CCC students who transfer to a CSU campus. Both CSU GE-Breadth and IGETC are authorized and described in the [CSU General Education Breadth Requirements](#) (formerly CSU Executive Order 1100 *Revised*).

Realizing the need for transfer facilitation, the University of California adopted the Transfer Core Curriculum (TCC) in 1988. The TCC option for meeting general education requirements was phased out by Fall 1993 following IGETC's 1991 adoption by the CCC Board of Trustees, the CSU Board of Trustees, and the UC Board of Regents.

The current IGETC pattern (IGETC for UC and IGETC for CSU) will be largely replaced by Cal-GETC (per AB928) starting in AY 2025-26. Students with catalog rights will be able to maintain their use of their grandfathered IGETC pattern to the extent permitted by the relevant programs and institutions.

1.1 Areas of Distribution for IGETC

The Intersegmental General Education Transfer Curriculum is comprised of courses taught at California Community Colleges that satisfy specific areas of general education:

AREA 1 - ENGLISH COMMUNICATION

1A: ENGLISH COMPOSITION (One course: 3 semester or 4 quarter units)

1B: CRITICAL THINKING - ENGLISH COMPOSITION (One course: 3 semester or 4 quarter units)

1C: ORAL COMMUNICATION (CSU requirement only) (One course: 3 semester or 4 quarter units)

AREA 2A - MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING (One course: 3 semester or 4 quarter units)

AREA 3 - ARTS AND HUMANITIES (Three courses: At least one from the Arts and one from the Humanities. 9 semester or 12 quarter units)

3A: ARTS

3B: HUMANITIES

AREA 4 - SOCIAL and BEHAVIORAL SCIENCES (*Two courses: two academic disciplines. 6 semester or 8 quarter units)

AREA 5 - PHYSICAL and BIOLOGICAL SCIENCES (Two courses: One from the Physical Science and one from the Biological Science. One of the two courses must include a laboratory. 7 semester units or 9 quarter units)

5A: PHYSICAL SCIENCE

5B: BIOLOGICAL SCIENCE

5C: LAB

AREA 6 - LANGUAGE OTHER THAN ENGLISH (UC Only Requirement)
(Proficiency equivalent to two years of high school study in the same language.)

*AREA 7 – ETHNIC STUDIES (One course: 3 semester units or 4 quarter units. This course must be in ethnic studies or in a similar field provided that the course is cross-listed with ethnic studies.)

***Reduction of units in Area 4 and inclusion of Area 7 take effect for students matriculating at a California community college beginning in Fall 2023.**

1.2 Areas of Distribution for IGETC for STEM

The Intersegmental General Education Transfer Curriculum for Science, Technology, Engineering, Math is comprised of courses taught at California Community Colleges that satisfy specific areas of general education. This option will apply only for majors in which the Transfer Model Curriculum (TMC) explicitly indicates the availability of the option.

Full descriptions of the IGETC for STEM pattern areas and subareas begin in Section 10.0. More detailed information about IGETC For STEM can be found in Section 11.0.

2 Students Who May Use IGETC

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a California Community College to a California State University (CSU) or University of California (UC) campus generally without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. For most students, it is strongly recommended that students complete IGETC prior to transfer. Advantages of completing IGETC may include more flexibility in class selection at the university and timely progress to degree completion. Most UC and CSU campuses will accept the completed IGETC to satisfy lower-division general education requirements. However, some individual colleges or majors within a UC campus may not accept or recommend IGETC to fulfill all of their general education requirements. [[UC colleges and majors](#)]

IGETC For STEM may only be used by students who are applying for majors in which the TMC explicitly indicates the availability of such option (please see Section 11.0).

Note: Students transferring to a CSU with a completed IGETC will still need to complete 9 semester units of upper-division general education (GE) after transfer and may be held to other campus specific graduation requirements outside of general education and major coursework. CSU students who transfer using IGETC For STEM will need to complete 6 semester units of lower-division GE and 9 units of upper-division GE after transfer. UC students who transfer using IGETC For STEM will need to complete 6 semester units of lower-division GE and Area 6A (LOTE) after transfer.

2.1 IGETC and Other Lower-division General Education Options

Completion of the IGETC is not an admission requirement or admission guarantee for transfer to CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements for CSU or UC prior to transfer. However, it may be a requirement for some programs.

Students may also choose to complete coursework to meet the campus general education requirements of the university to which they plan to transfer. Depending on a student's major, the student may find it advantageous to take courses fulfilling CSU's general education requirements or those of the UC campus or college to which the student plans to transfer.

IGETC may not be appropriate for engineering, math, or science students or for students completing majors that have a high number of lower-division unit requirements. Those students are advised to focus on completing their lower-division major preparation requirements while meeting minimum admission requirements (e.g., seven-course pattern).

Students transferring to a CSU campus may choose to use the CSU GE-Breadth pattern in lieu of IGETC. Students may select either GE pattern (CSU GE-Breadth or IGETC for CSU) for certification at the time of transfer.

2.2 Students who are eligible to use the IGETC

The Academic Senates of the CCC, UC and CSU developed IGETC for use by California Community College transfer students. A student may be IGETC certified if they have completed coursework at any of the California Community Colleges without regard to current enrollment status or number of units accrued at a CCC. Students who initially enroll at a UC or CSU campus, then leave and attend a community college, and subsequently return to a different UC or CSU campus may use IGETC.

2.3 Students who are not eligible to use the IGETC

Students who initially enroll at a UC campus, then leave and attend a community college, and subsequently return to the same campus are considered “readmits” by the UC. Such students cannot use IGETC. CSU does not have a system-wide policy that addresses these students and situation. Questions regarding the appropriate use of IGETC for a student who was initially enrolled at a CSU should be directed to the specific CSU campus to which the student wishes to transfer.

3 IGETC Course Database

The IGETC course list for all California Community Colleges is available on the [ASSIST Coordination](#) site. Development and maintenance of the IGETC database allows counselors and students seamless electronic access to all California Community College articulated courses and helps ensure accurate information when certifying coursework completed at other California Community Colleges.

4 IGETC Course Submission and Review Process

The UC and the CSU conduct an annual, joint review of CCC courses submitted for IGETC. Submission decisions are announced annually in the spring to articulation officers and updated on the ASSIST website each academic year.

If the course was active in the college’s curriculum at that time, approved courses become effective the fall term of the academic year after the course was submitted.

Example: A course submitted in December of 2022, and approved in May 2023, becomes effective on IGETC beginning Fall 2023.

If a course is not approved for IGETC inclusion, detailed reasons for denial will be provided to the CCC. The CCC may then modify their outline of record and resubmit in the following submission cycle.

Occasionally, during the IGETC review cycle certain existing IGETC course(s) are reviewed to verify that the course(s) continue to meet the IGETC standards. Course(s) resubmitted for content review and no longer found to meet the IGETC standards will be allowed to remain on the CCC IGETC approved list for at least two academic years. This allows the CCC time to submit a revised course outline for review, if appropriate.

Example: A CCC is notified in Spring 2023 that English 101 no longer meets the IGETC Standards. The course outline will remain effective on IGETC through Summer 2025.

5 Courses Appropriate for IGETC

Courses must be CSU and UC transferable. There is no limitation on the number of courses completed at other United States regionally accredited institutions that can be included in the IGETC certification.

5.1 California Community College (CCC) Courses on IGETC

Given that students often attend multiple California Community Colleges, policy specifies that IGETC coursework completed in specific subject areas will be used in the area designated by the CCC at which the course was completed. In other words, if College A is certifying IGETC completion using work completed at College B, College A should use the coursework according to the approved list for College B.

5.1.1 California Community College Course Application Rights

Certification of coursework completed for IGETC will be honored provided that a course was on a college's approved IGETC list when it was completed. Courses with an approval date of Fall 1991, may be applied to the IGETC if completed prior to Fall 1991. Courses approved after Fall 1991, may only be applied if completed on or after the approval date.

Example: Student 1 took Psychology 101 in 1975 (IGETC approval date Fall 1991). The course may be applied to IGETC. Student 2 took Chemistry 10 in 1975 (IGETC approval date Fall 1992). The course may not be applied to IGETC. Only if Chemistry 10 is taken Fall 1992, or later can it be applied to IGETC.

Although California Community College courses may be listed in more than one area, they can only be applied to one area for certification purposes with the exception of Language Other Than English (LOTE). See Section 10.6.3 for details.

5.2 Non-California Community College Courses on IGETC

Appropriate non-CCC general education courses in the humanities, mathematics, social sciences, and natural sciences that are completed at United States regionally accredited institutions should be routinely included in IGETC. For example, California Community Colleges should not hesitate to include such traditional introductory general education courses as Psychology, Sociology, Economics, Political Science, Biology, or Chemistry that have been completed at non-CCC colleges. Care should be taken to review course outlines for content, prerequisites, texts, units, and IGETC Area Standards (See Section 10.0 for Standards). Particular care should be taken when evaluating non-CCC courses to fulfill either (i) IGETC Area 1B, Critical Thinking and Composition – Few non-CCC colleges offer a second semester course that combines Critical Thinking and English Composition or (ii) IGETC AREA 7, Ethnic Studies – There are narrow constraints on course eligibility and required competencies that are unlikely to be met by any one course not specifically targeted to the requirements.

Guidelines to determine if a course is appropriate in this area can be found in Section 10.1.2b.

5.2.1 Lower-division Courses

A California Community College may include non-CCC lower-division courses that are completed at a United States regionally accredited institution and meet IGETC specifications if the following criteria are met:

1. The coursework completed at these institutions is deemed by the CCC faculty in the discipline or their designee (e.g., Articulation Officer) to be comparable to coursework on that community college's approved IGETC course list; or
2. if the certifying CCC does not have an IGETC comparable course for a non-CCC course, but there is a comparable course at another CCC which is found on their IGETC pattern, the course may be used on IGETC as long as the course outlines are comparable in content, prerequisites, texts, units, and conformity to IGETC Area Standards (please see Section 10.0 for Standards); or
3. if there is no comparable course at either the certifying CCC or another CCC's, then the certifying CCC may use the non-CCC course on the IGETC provided that the non-CCC course conforms to the IGETC Area Standards (please see Section 10.0 for Standards); or
4. if the non-CCC course was completed prior to the CCC course's IGETC effective date and meets the criteria as outlined in number 2 above, the non-CCC course may be applied to IGETC; or
5. if a course has been determined by UC or CSU to meet minimum transfer admissions eligibility, the course may be applied to IGETC (e.g., UC-E, UC-M, UC-S, etc.).

5.2.2 Upper-division Courses

In general, non-CCC courses applied to IGETC should be classified as lower- division. However, there are instances when a course that is listed as upper- division may be applied to the IGETC. They include the following:

1. When a UC or CSU campus has classified a course or series as upper- division but has requested to allow lower- division transfer credit because an equivalent course is taught at a community college or because the preparation of the subject is desired prior to transfer from the 2-year institution to the 4-year institution. Current examples may include economics, organic chemistry and abnormal psychology.
2. When a non-CCC course is determined comparable to one taught and approved for IGETC at a CCC, it may be applied to IGETC regardless of its upper-division status.
3. When a CSU uses an upper-division course in its "lower-division" General Education Breadth Pattern.

Note: In all cases, these courses should have sufficient breadth to meet the intent of IGETC.

5.3 International Coursework on IGETC

International coursework may be applied to IGETC if the international institution has United States regional accreditation. All other international coursework cannot be applied to IGETC.

Exception: Area 6: Language Other Than English (LOTE). International coursework completed at a non-United States institution may be applied. (See Section 10.6.1 for details on Language Other than English).

Students with a substantial amount of international coursework at a non-United States regionally accredited institution should be encouraged to follow the CSU GE or campus-specific UC GE patterns.

5.4 Coursework Taught in a Language Other Than English

United States regionally accredited coursework taught in a language other than English may be used on IGETC. However, course outlines must be submitted for review in English.

Exception: Courses in the area of written communication/critical thinking and oral communication must be taught and delivered in English (IGETC Area 1).

5.5 Distance Education

5.5.1 CCC Courses

Distance education is defined in CCC Code of Regulations Title 5, Chapter 6, Subchapter 3, Section 55200. Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology (including correspondence courses).

California Community Colleges may use distance education for IGETC provided that the courses have been approved by the CSU and UC during the IGETC course review process. Delivery modality does not determine CSU and UC approval.

5.5.2 Non-CCC Courses

Non-CCC Institutions distance education courses may be used towards IGETC. The same scrutiny should be applied when reviewing these courses as when reviewing other non-CCC courses (see Section 5.2 for guidelines).

5.6 Textbooks

- Must be identified in the Course Outline of Record (COR) and published within seven years of the course submission date or clearly identified as a classic in the COR.
- Open Educational Resources (OER), or online texts, are acceptable if they are constant and publicly available as published textbooks (i.e., not as a list of web links).
- Lab science courses must have a clearly identified Lab Manual included in the COR.

6 Courses Not Appropriate for IGETC

6.1 Courses That Focus on Personal, Practical, or Applied Aspects

Content taught in courses applicable to and appropriate for IGETC shall be presented from a theoretical point of view and focus on the core concepts and research methods of the discipline. Courses such as Everyday Legal Problems, Beginning Drawing, News Writing, Physical Education, College Success, Library Science or Child Development: Implications for Child Guidance are examples of courses that focus on personal, practical, or applied aspects and therefore do not meet the IGETC criteria.

6.2 Introductory Courses to Professional Programs

Courses such as Introduction to Business, Set Design for Theater, and Writing for Commercial Markets and other introductory professional courses are not considered to have sufficient breadth to meet general education requirements and are therefore excluded from IGETC.

6.3 Independent Study or Topics Courses

Independent study and special topics courses are not acceptable for IGETC. For example, if content varies from term to term, the applicability of these types of courses to IGETC cannot be determined.

6.4 International Coursework

International coursework may be applied to IGETC if the institution has United States regional accreditation. All other international coursework cannot be applied to IGETC.

Exception: Area 6: Language Other Than English (LOTE). International coursework completed at a non-United States institution may be applied. (See Section 10.6.1 for details on Language Other than English).

6.5 Summary of Non-Applicable Courses including, but not limited to, the following

Courses not transferable to the CSU and UC using IGETC:

- Pre-baccalaureate courses (including remedial English composition)
- Variable Topics
- Directed Study
- Independent Study
- International coursework from non-United States regionally accredited institutions (Except LOTE, see Section 10.6)
- Personal, Practical, Skills Courses
- Introductory courses to professional programs
- Performance Courses
- Creative Writing
- Logic
- Computer Science
- Trigonometry, unless combined with college algebra or pre-calculus
- Course outlines written in a language other than English.

Courses with fewer than 3 semester or 4 quarter units. Exceptions: 3 quarter unit or 2 semester unit Math and English courses that satisfy IGETC Areas 1A or 2 may be applied if they are part of a sequence and at least two of the 3 quarter unit or 2 semester unit sequence courses have each been completed with a “C” grade or higher (2.0 on a 4.0 scale). The course sequence must meet the rigors and breadth of IGETC.

7 Credit by External Exams

There is no limit on the number of external exams that can be applied to IGETC. External exams may be used regardless of when the exam was taken.

7.1 Advanced Placement (AP)

A score of 3, 4 or 5 is required to grant credit for IGETC certification. An acceptable AP score for IGETC equates to either 3 semester or 4 quarter units for certification purposes. Each AP exam

may be applied to one IGETC area as satisfying one course requirement, with the exception of Language other Than English (LOTE). Please see Section 10.6.3. Students who have earned credit from an AP exam should not take a comparable college course because transfer credit will not be granted for both.

- There is no equivalent AP exam for Area 1B- Critical Thinking/Composition requirement.
- Students earning scores of 3, 4 or 5 in a Physical or Biological science AP examination earn credit toward IGETC Area 5 and meet the IGETC Laboratory activity requirement.
- AP exams in Biology, Chemistry, Physics 1, or Physics 2 allow CCC campuses to apply 4 semester or 5 quarter units to IGETC certification.
- AP exams in Environmental Science, Physics C: Mechanics and Physics C: Electricity/Magnetism allow CCC campuses to apply 3 semester or 4 quarter units are applied for IGETC certification. Note: Students who complete these exams will be required to complete at least 4 semester or 5 quarter units to satisfy the minimum required units for Area 5. Please see Section 10.5 for more details

Advanced Placement Table

AP EXAMINATION	CAL-GETC AREA	AP EXAMINATION	CAL-GETC AREA
Art History*	3A or 3B*	Latin	3B and 6A
Biology	5B and 5C	Macroeconomics	4
Calculus AB	2A	Microeconomics	4
Calculus BC	2A	Physics 1: Algebra-Based	5A and 5C
Calculus BC/ AB sub score	2A	Physics 2: Algebra-Based	5A and 5C
Chemistry	5A and 5C	Physics C: Mechanics	5A and 5C
Chinese Language & Culture	3B and 6A	Physics C: Electricity /Magnetism	5A and 5C
Comparative Government & Politics	4	Psychology	4
English Language/Composition	1A	Spanish Language & Culture	3B and 6A
English Literature/Composition*	1A or 3B*	Spanish Literature & Culture	3B and 6A
Environmental Science	5A and 5C	Statistics	2A
European History*	3B or 4*	U.S. Government & Politics	4 and US 2
French Language & Culture	3B and 6A	U.S. History*	(3B or 4*) and US 1
German Language & Culture	3B and 6A	World History: Modern*	3B or 4*
Human Geography	4	Japanese Language & Culture	3B and 6A
Japanese Language & Culture	3B and 6A		

Note: AP exams that have been discontinued are not shown on this table. A student with catalog rights may be able to use the now discontinued exam if accepted under IGETC at the time the exam was taken.

An acceptable AP score for IGETC equates to either 3 semester or 4 quarter units for certification purposes

*AP exams may be used in either area regardless of where the certifying CCC's discipline is located.

Example: U.S. History at a CCC is approved for Area 3B. The U.S. History AP may be used in Areas 3B or Area 4.

Actual AP transfer credit awarded for these and other AP exams for admission is determined by the CSU and UC. [[UC Policy for AP credit](#)]

The CSU also has a system-wide policy for these and other AP exams for awarding transfer credit for admission. [[CSU policy for AP](#)]

7.2 International Baccalaureate (IB)

A score of 5, 6 or 7 on Higher Level exams is required to grant credit for IGETC certification. An acceptable IB score for IGETC equates to either 3 semester or 4 quarter units for certification purposes.

Students who have earned credit from an IB exam should not take a comparable college course because transfer credit will not be granted for both.

International Baccalaureate (IB)	IGETC AREA
IB Biology HL	5B
IB Chemistry HL	5A
IB Economics HL	4
IB Geography HL	4
IB History (any region) HL	3B or 4*
IB Language A: Literature (any language, except English) HL	3B and 6A
IB Language A: Language and Literature (any language, except English) HL	3B and 6A
IB Language A: Literature (any language) HL	3B
IB Language A: Language and Literature (any language) HL	3B
IB Language B (any language) HL	6A
IB Mathematics: Analysis and Approaches HL	2A
IB Mathematics: Applications and Interpretation HL	2A (may not be at all UC)
IB Physics HL	5A
IB Psychology HL	4
IB Theatre HL	3A

Note: IB courses that have been discontinued are not shown on this table. A student with catalog rights may be able to use a now discontinued course if accepted under IGETC at the time the course was taken.

*IB exam may be used in either area regardless of where the certifying CCC's discipline is located.

Example: History at a CCC is approved for Area 3B. The History IB may be used in Areas 3B or Area 4.

Actual IB transfer credit awarded for these and other IB exams for admission is determined by the CSU and UC. [[UC Policy for IB credit](#)]

The CSU also has a system-wide policy for these and other IB exams for awarding transfer credit for admission. [[CSU policy for IB credit](#)]

7.3 College Level Examination Program (CLEP)

CLEP cannot be used on IGETC. However, the CSU has a system-wide policy for CLEP exams and awarding transfer credit for admission based on these exams. [[CSU policy for CLEP](#)]

7.4 Other Exams

College Board and ACT exams cannot be used to satisfy IGETC requirements (e.g., SAT I, SAT II, Subject Tests, Achievement Tests).

Exceptions: AP exams as listed in Section 7.1 and SAT Subject Tests (formerly SAT II) with at least the minimum scores for Language Other Than English (LOTE) as specified in Section 10.6.1 may be used.

Credit by exam is acceptable provided that a United States regionally accredited college or university transcript specifies the course title, unit value, grade and is posted to a specific term. A “Credit/Pass” designation is acceptable provided that the institution’s policy states that a “Credit/Pass” designation is equivalent to a “C” grade or higher (2.0 grade points on a 4.0 scale). The course must be deemed comparable by the CCC faculty in the discipline or its designee (e.g., Articulation Officer) as defined in Section 5.2.

8 Unit Value

8.1 Minimum Unit Value

A course must have a minimum unit value of 3 semester or 4 quarter units to meet the requirements for IGETC. Laboratory courses intended to accompany lecture courses are an exception to this guideline (e.g., Section 10.5.3). It is not allowable to take three 1 semester unit courses to fulfill a 3 semester unit requirement. As a rule, the content of a 1 unit course will not provide the depth, scope and rigor of a single 3 unit course (see exception below).

Exception: 3 quarter unit or 2 semester unit Math and English courses that satisfy IGETC Areas 1A or 2 may be applied if 1) they are a part of a sequence, 2) at least two of the 3 quarter unit or 2 semester unit courses as part of the same sequence have each been completed with “C” grade or higher (2.0 on a 4.0 scale), and 3) the course sequence must meet the rigor and breadth of IGETC Standards. (See Section/s 10.1.1 and/or 10.2).

Example A: Student takes English 101, 102, and 103 (3 quarter units each). The CCC certifying college may apply any combination of 101, 102, or 103 that have been completed with a “C” grade or higher (2.0 on a

4.0 scale) for a total of six quarter units to satisfy Area 1A as long as the combination of courses meet the rigor and breadth of the IGETC Standards in Section 10.1.1.

Example B: Student takes Math 121 - Calculus A (3 quarter units) and Math 122 - Calculus B (3 quarter units) and completes each course with a “C” grade or higher (2.0 on a 4.0 scale). Calculus 121 and 122 are the same as Calculus 120 - Calculus (6 quarter

units). The certifying CCC campus may apply Math 121 and 122, for a total of 6 quarter units, to IGETC Area 2A as long as the courses meet the rigor and breadth of the IGETC Standards in Section 10.2.

Example C: Student takes English 100 and 105 (2 semester units each and each course requires students to write a minimum of 3,000 words). The CCC certifying college may apply English 100 and 105, for a total of 4 semester units, to satisfy IGETC Area 1A as long as the courses meet the rigor and breadth of the IGETC Standards in Section 10.1.1.

8.2 Combining Quarter and Semester Units

When combining quarter and semester unit values within an IGETC area, units shall be converted to either all quarter units or all semester units to benefit the student. For example, in Social/Behavioral Sciences (Area 4), a student needs either a minimum of 6 semester units or 8 quarter units. If a student has satisfactorily completed (C grade or higher) one 4-quarter unit course and one 3-semester unit courses, convert the semester units to quarter units (3 semester units x 1.5 = 4.5 quarter units). The student will be credited with 8.5 quarter units in Area 4 and will have satisfied the requirement.

The conversion of units from semester to quarter for meeting minimum unit requirement may result in a student needing additional coursework to meet CSU graduation requirements. To graduate from the CSU, students must complete 48 semester or 72 quarter units of general education which includes 9 semester or 12 quarter units of upper-division general education coursework, as determined by the receiving CSU campus per Executive Order 1033.

9 Grades

9.1 Minimum Grade Requirements

A minimum “C” grade is required in each college course for IGETC. A “C” is defined as a minimum of 2.0 grade points on a 4.0 scale. A “C-” grade valued at less than 2.0 grade points on a 4.0 scale cannot be used for IGETC certification.

9.2 Credit/No Credit-Pass/No Pass

Courses in which a student receives a “Credit/Pass” grade may be used towards IGETC if the community college’s policy states that a “Credit or Pass” designation is equivalent to a “C” grade or higher (2.0 grade points on a 4.0 scale). It is important to keep in mind that CSU and UC campuses may have limitations on the number of “Credit/No Credit” (“Pass/No Pass”) courses and units accepted towards transfer, graduation, and major requirements. For example, the UC system allows a maximum of 14 semester units of courses graded “Pass/No Pass” (Credit/No Credit) toward the 60 transferable semester units required for transfer admission.

9.3 Language Other Than English High School Grade Exception

For the UC Language Other Than English requirement, Area 6A, the University of California does not count “minus” or “plus” grades for high school coursework, only the whole grade is used. In other words, a “C-” grade is counted as a “C.”

Example: A student receiving “C-” grades in high school Spanish 1 and 2 meets the language proficiency requirement.

10 Subject Areas and Course Guidelines

All courses offered towards satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of California public postsecondary education. Courses listed in more than one area can only be applied in one area.

Courses in the IGETC shall be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to knowledge, civilization, and society that have been made by men, women, and members of various ethnic or cultural groups.

IGETC courses shall address the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

Coursework taken at a United States regionally accredited institution of higher education taught in a language other than English may be used on IGETC. However, course outlines must be submitted for review in English.

Exception: Courses in the area of Written Communication/Critical Thinking and or communication must be delivered in English (IGETC Area 1).

The following requirements are listed in terms of the number of courses specified for each designated area and the minimum number of semester or quarter units so represented.

10.1 Subject Area 1: English Communication

(3 courses: 9 semester, 12 quarter units)

Area 1A: English composition. One course: 3 semester or 4 quarter units

Area 1B: Critical Thinking/English Composition. One course: 3 semester or 4 quarter units

Area 1C: Oral Communication. One course: 3 semester or 4 quarter units

Exception: Area 1C, Oral Communication, is required only for students transferring to the CSU.

10.1.1 Subject Area 1A: English Composition

A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 5,000 words. Courses should also require a substantial amount of reading of significant literature. Successful completion of the course in reading and written composition (i.e., a course that satisfies English 1A) shall be prerequisite to the course in Critical Thinking/English Composition.

“Stretch” or “intensive” English Composition courses (i.e., blended courses that include both transferable content and remedial content) may be approved for the English Composition Requirement if both/all courses in the “stretch” course sequence are successfully completed with “C” grade or higher (2.0 on a 4.0 scale); and the transferable content is comparable to a ‘standard’ English Composition course (i.e., the course requires a minimum 5,000 words of writing; substantial instruction and practice in expository

essay writing at the college level; and substantial amount of reading of significant literature).

English Composition for ESL courses may be approved for the English Composition Requirement if the course content is not solely remedial and is otherwise comparable to a “standard” English Composition course (i.e., the course requires a minimum 5,000 words of writing; substantial instruction and practice in expository essay writing at the college level; and substantial amount of reading of significant literature).

10.1.1.a Courses That Do Not Fulfill the English Composition Requirement, including, but not limited to,

- English as a Second Language courses (ESL) with content that is exclusively remedial.
- Writing courses designed to meet the needs of a particular major (e.g., Writing for Accountants, Journalism, Business Writing/Communication).

10.1.2 Subject Area 1B: Critical Thinking and Composition

Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.

The second semester of English composition may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Successful completion of the course in reading and written composition (i.e., course that satisfies English 1A) shall be prerequisite to the course in Critical Thinking/English Composition. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 5,000 words of writing is required.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, knowledge from belief, truth from falsehood; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought.

10.1.2.a Critical Thinking and Composition Background

From Fall 1991 through the summer of 1993, there was a phase-in period for courses meeting the critical thinking and composition requirement. Community college students could satisfy this requirement by completing a second-semester English composition course and a critical thinking course regardless of the actual date of transfer. Students, who completed one of the two courses for this requirement prior to the Fall 1993 term, may still satisfy the requirement by completing the remaining course.

After the Summer 1993 term, completion of a single course is required to fulfill the Critical Thinking/English Composition requirement (Area 1B).

10.1.2.b Critical Thinking/Composition Courses from Institutions Other Than the California Community College (CCC) System

In most cases (but not all), courses are found lacking in instruction in critical thinking if the course description and objectives do not specifically include or incorporate critical thinking skills. Introduction to principles of inductive and deductive processes, the relationship of language to logic, and the abilities to analyze, criticize, and advocate ideas often are not evident. The critical thinking component should go beyond critical reasoning or literary criticism.

When certifying completion of coursework taken at non-CCC United States regionally accredited institutions, the community college faculty in the discipline or their designee (e.g., Articulation Officer) determines that the coursework is comparable to courses approved for IGETC at a California Community College. Since it is unlikely that institutions other than California Community Colleges will have a combined course in Critical Thinking/English Composition, certification of coursework from other institutions to satisfy this requirement is not common.

However, there are some courses outside the CCC system that have been found to meet this requirement. Care should be given when evaluating the coursework to ensure that it meets the course requirements as outlined in the above paragraphs. It is strongly recommended that valid documentation (e.g., course outline of record or syllabus) be kept on file by the CCC and by the student.

10.1.3 Subject Area 1C: Oral Communication in the English Language (CSU Only Requirement)

(One course: 3 semester, 4 quarter units)

Instruction approved for fulfillment of the requirement in oral communication are courses designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective. This includes reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. Coursework must include faculty-supervised, faculty-evaluated oral presentations in the presence of others (physically or virtually).

Interpersonal communication courses are not a natural fit in the oral communication area, but a few have incorporated significant faculty-supervised, faculty-evaluated practice in speaking with others; added at least a small component of traditional rhetoric; and won placement in the oral communication area.

The requirements above are met by courses meeting the language in the [CSU's policy on CSU General Education Breadth Requirements](#) (last updated 12/3/2020).

10.2 Subject Area 2A: Mathematical Concepts and Quantitative Reasoning

(1 course: 3 semester, 4 quarter units)

Area 2A, the Mathematical Concepts and Quantitative Reasoning requirement, is met by completing a baccalaureate course in mathematics, statistics, or other quantitative disciplines.* An approved course will have its primary purpose and content focused on mathematics and quantitative reasoning. Additionally, courses approved to fulfill this requirement must address students' ability to develop, present, use, and critique quantitative arguments. For example, a course in statistics must emphasize the mathematical basis of statistics, including probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse. Thus, Symbolic Logic, Computer Programming, Mathematics for Teachers and survey courses are deemed unacceptable to fulfill the Mathematical Concepts and Quantitative Reasoning requirement. However, Math survey and Data Science courses may fulfill this requirement if the focus is on mathematical concepts and quantitative analysis at the baccalaureate level. A sequence of courses may be approved only if students are required to pass all classes in the sequence and the transferable course content is equivalent to an approved Area 2A course.

Adherence to these guidelines will ensure that all graduates are equitably prepared for an environment in which public and private decision making is regularly expressed in quantitative terms. We routinely confront raw information that requires quantitative calculation and analysis in order to make decisions and take actions. Post-secondary graduates need to be able to participate in such quantitative reasoning and have the capacity to critique quantitative arguments. For this reason, a growing list of disciplines require a sound mathematical foundation. The guidelines for the 2A requirement in Mathematical Concepts and Quantitative Reasoning ensure that graduates are given a durable foundation preparing them to respond effectively and flexibly to the quantitative challenges they will face.

* The California Common Core State Standards for Mathematics (CCSSM) specifies the content of the high school courses required for admission to the UC and CSU. Baccalaureate level courses deepen and reach beyond the content in these college prep courses.

10.3 Subject Area 3 A/B: Arts and Humanities

(3 courses: 9 semester, 12 quarter units)

At least one course in the Arts and at least one course in the Humanities are required.

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework that

- is designed to develop and advance historical understanding of major civilizations and cultures, both Western and non-Western, through the study of philosophy, language, literature, and the fine arts.
- recognizes the contributions to knowledge, civilization, and society that have been made by men and women as well as members of various ethnic or cultural groups.

- encourages student to analyze and appreciate works of philosophical, historical, literary, and cultural importance.
- historically constitutes the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person.

CSU campuses have the discretion on whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to also count in Areas 3B or 4.

10.3.1 Courses That Fulfill the Arts Requirement

Courses that have as their major emphasis the integration of history, theory, aesthetics, and criticism. Performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism (e.g., Dance History in Cultural Context, Film Art, History of Architecture, History of Modern Art, Multi-Cultural Theatre, Music History and Literature, The Jazz Experience).

10.3.2 Courses That Do Not Fulfill the Arts Requirement

Courses which focus on technique, skills or performance were not approved to meet this requirement (e.g., Beginning Drawing, Beginning Painting, and Readers Theater and Oral Interpretation courses focusing primarily on performance).

10.3.3 Courses That Fulfill the Humanities Requirement

Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Advanced foreign language and ESL courses (which do not have a principal focus on skills acquisition) may be approved if they include substantial literary or cultural aspects. Theater and film courses may be approved if taught with emphasis on substantial historical, literary, or cultural aspects. Advanced English Composition courses may be approved if they include significant literary and humanities content and/or a methodological, epistemological, or theoretical focus.

10.3.4 Courses That Do Not Fulfill the Humanities Requirement

Courses such as English Composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theatre, and all elementary language other than English courses are skills or performance courses that do not meet the curricular specifications for IGETC.

10.4 Subject Area 4: Social and Behavioral Sciences

(2 courses: 6 semester, 8 quarter units)

Two academic disciplines are required.

The Social and Behavioral Sciences requirement shall be fulfilled by completion of two courses dealing with individual behavior and with behavior in human social, political, and economic institutions. The two courses used must be from two academic disciplines or in an interdisciplinary sequence (e.g., an inherently interdisciplinary prefix [cf., Humanities or Global Studies] or if one of the two courses is cross-listed [cf., Psychology and Women's Studies]). The pattern of coursework completed shall provide opportunities for students to develop understanding of the perspectives and research methods of the social and behavioral sciences. Problems and issues

in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement will have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of men, women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. CSU campuses have the discretion on whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to also count in Areas 3B or 4.

Courses in the Social and Behavioral Sciences provide students with the opportunity to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives that have been made by men and women as well as members of various ethnic or cultural groups as part of such study will provide a more complete and diverse view of the world.

Introduction to American Government courses are not required to contain a California Government component in order to be applied in Area 4. However, a California Government component is required as part of the CSU AI graduation requirement.

10.4.1 Courses That Do Not Fulfill the Social and Behavioral Sciences Requirement

Only courses taught from the perspective of a social or behavioral science are approved. Consequently, courses such as Physical Geography and Statistics do not meet the IGETC specifications for this area and are not approved. Community colleges should resubmit these courses in more appropriate subject areas. Courses with a practical, personal, career professional or applied focus are not approved (see Section 6.0). Administration of Justice courses may be approved if the content focuses on core concepts of the social and behavioral sciences.

10.5 Subject Area 5 A/B/C: Physical and Biological Sciences

(At least 2 courses: 7 semester, 9 quarter units)

A minimum of one course in each area is required, and at least one must include a lab.

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses: one in Physical Science (Area 5A) and one in Biological Science (Area 5B), and at least one of which incorporates a laboratory (Area 5C). Courses must emphasize experimental methodology, the testing of hypotheses, investigation, and the process of systematic questioning and assessment, rather than the recall of facts, data, and events. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

The contemporary world is influenced by science, discoveries, and its applications. Many of the most difficult and relevant choices facing individuals, leaders and institutions concern the relationship of scientific advancements and capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic scientific concepts of the physical and biological aspects of the world as well as an understanding of science as a human endeavor including its limitations and power.

10.5.1 Courses That Do Not Fulfill the Physical and Biological Sciences Requirement

Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied focus and therefore unacceptable for this area. Courses which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered. Courses which do not focus on the core concepts of a physical science discipline, such as “Energy and the Way We Live,” are not acceptable. Courses which survey both the physical and biological sciences but are not comparable in depth and scope to a traditional science course or focus on a particular subject will not satisfy Area 5 of IGETC.

10.5.2 IGETC Laboratory Science Requirement (Area 5C)

The IGETC physical and biological science area requires a minimum of two courses, at least one of the two must include a laboratory component. The intent of the IGETC laboratory science requirement is that students take at least one physical or biological science course incorporating a laboratory component. Since the experimental methodology and hypothesis testing taught in a lab builds on the principles presented in the lecture portion of the course, the two must be related. Therefore, the laboratory must correspond to one of the lecture courses taken to fulfill this IGETC requirement. A student cannot use lecture courses in two subjects and a laboratory in a third subject to satisfy the 5C requirement. It is expected that the lecture course is a prerequisite or co-requisite of the laboratory course. Lecture and lab courses may have separate course numbers. Lab science courses must include a clearly identified lab manual in the course outline.

10.5.3 Unit Requirement for Laboratory Science Courses

Three semester or four quarter unit laboratory science courses may be used on IGETC to meet the laboratory science requirement as long as the minimum unit value is met for this area (7 semester or 9 quarter units). Stand-alone lab courses which have a prerequisite or co-requisite of the corresponding lecture course must be a minimum of 1 semester/quarter unit.

Example A: 1 Biological Science w/lab, 3 semester units
1 Physical Science, lecture, 4 semester units
Conclusion: Area 5 satisfied

Example B: 1 Biological Science w/lab, 3 semester units 1 Physical
Science, lecture, 3 semester units
1 Physical Science corresponding Lab, 1 semester unit
Conclusion: Area 5 satisfied

10.6 Language Other Than English (LOTE) Exception

Only students transferring to the UC are required to meet this Area.

Students must demonstrate proficiency in a language other than English equal to two years or the second level of high school instruction. Students who satisfied the UC freshman entrance requirement in a language other than English (LOTE) have already fulfilled this requirement.

For students who did not meet the LOTE requirement in high school, they may fulfill IGETC Area 6A by completing a college course/courses, or by demonstrating proficiency in one of several other methods. Language courses must provide instruction in the written and oral language as well as history and cultural traditions of the country associated with the language studied. Languages other than English for Native Speakers are also acceptable for meeting this requirement. Courses that are primarily conversational (e.g., content cannot be primarily for business or travel-oriented language instruction) must have as a prerequisite a course equivalent to the third year/third level of high school instruction or one year of college level instruction in the language to be acceptable.

10.6.1 Certification of Competence in a Language Other Than English

Students transferring to the University of California are required to demonstrate competence (proficiency) in a language other than English equal to two years/second level of high school instruction. Competence may be demonstrated through one of the following mechanisms.

1. Coursework

a. High school courses

- i. In a high school where the language of instruction is English, completion of the second level of high school coursework in a language other than English with a letter grade of “C-” or better in the second semester of the second year.
- ii. In an institution where the language of instruction is not English, formal schooling through the sixth-grade level or higher. Appropriate documentation must be presented to substantiate the language of instruction. If an official sealed transcript cannot be obtained from an international institution, an unofficial or opened transcript may be used, as appropriate.

b. College courses

- i. Satisfactory completion of a course (or courses) at a college or university equivalent to the 2nd level of high school instruction, with a letter grade of “C” (2.0 out of 4.0 scale) or higher (or a “Credit/Pass” grade where passing is equivalent to 2.00 or higher) in each course. Usually, one semester of college work in a language other than English is equivalent to two years of high school-level instruction. The equivalency is usually stated in the college catalog. The appropriate courses that can be used to satisfy the LOTE requirement is indicated on the approved IGETC list of each community college and reflected at assist.org, the official repository of articulated courses.
- ii. A Defense Language Institute Foreign Language Center (DLIFLC) language other than English course which is indicated as passed with a “C” or higher on the official transcript.

2. Examinations

- a. SAT Subject Tests in languages other than English with minimum scores as indicated below.

If taken before May 1995 use 1st score / If taken after May 1995 use 2nd score:

- Chinese with listening: 500/520
 - French/French with listening: 500/540
 - German/German with listening: 500/510
 - Hebrew (Modern): 500/470
 - Italian: 500/520
 - Japanese with listening: 500/510
 - Korean/Korean with listening: /500
 - Latin: 500/530
 - Spanish/Spanish with listening: 500/520
- b. **Advanced Placement (AP)** examinations in languages other than English with a score of 3 or higher.
- c. **International Baccalaureate Higher Level (IBHL)** examinations in languages other than English with a score of 5 or higher.
- d. **(International) General Certificate of Secondary Education [(I)GCSE]/General Certificate of Education (GCE) “O” level** exams in languages other than English with a grade of “A,” “B,” or “C.”
- e. **General Certificate of Education (GCE) “A” Level** exams in languages other than English with a grade of “A,” “B,” or “C.”
3. **Other**
- a. Satisfactory completion of an achievement test administered by a community college, university, or other college in a language other than English. The test will have to assess the student’s proficiency at the level equivalent to two years of high school language. This conclusion must be posted on a transcript indicating units, course title and grade or on official college letterhead of the institution granting proficiency stating that the student has mastered proficiency in the language equivalent to two years of high school language.
- b. If an achievement test is not available, a faculty member associated with a United States regionally accredited institution of higher education can verify a student’s competency. The institution must provide a document on college letterhead asserting that the student has mastered proficiency in the language equivalent to two years/second level of high school instruction. Please see Section 11.6 for a sample.

10.6.2 Language Other Than English-Sequential Knowledge

Courses that are equivalent to two years of high school level instruction are identified by a footnote and with the IGETC Area 6A designation for each language at each CCC.

- Courses beyond the minimum proficiency level also meet the IGETC Area 6A designation. For example, completion of an advanced college-level course beyond the proficiency level, such as French level 3, validates the student’s proficiency in the language and can satisfy proficiency in IGETC Area 6A even if the course is not identified with the IGETC Area 6A designation.

- If a college offers a split sequence of courses, the second half of a split- course sequence may validate the first half. Credit should be granted for each individual course as indicated on the community college transcript. For practical purposes this policy began in the 2005-06 year, but UC campuses may use discretion when considering students from past years. Flexibility is encouraged whenever possible.
- More advanced language courses that focus on culture and otherwise satisfy the specifications of the humanities can also be used to satisfy an Area 3B (Humanities) requirement and clear IGETC Area 6A.

10.6.3 Using High School Courses to Meet the Language Proficiency Requirement

The following are regulations used by the University of California in evaluating high school work in Languages Other Than English:

10.6.3.a Acceptable Courses

Completion of the second semester, second level (i.e., 4th semester) or higher of high school instruction in a language other than English with a C- or better.

10.6.3.b Seventh and Eighth Grade Courses

High school-level courses in languages other than English completed (in junior high/middle school) during 7th and/or 8th grades, with letter grades of at least “C-” may be used (see Section 9.3/10.6.2d). This may be done by including the names of and grades for these courses on the student's transcript, or by stating their equivalency on the transcript. The 7th and 8th grade courses may also be validated if the student completes one semester or more of the same language in the high school at a higher level.

10.6.3.c Validation of Less Advanced Coursework

A more advanced course may be used to “validate” a less advanced course even if the less advanced course does not appear on the high school transcript.

Example: Spanish level 2 in high school completed with at least “C-” grades validates Spanish Level 1 regardless if a lower level was taken.

10.6.3.d Evaluation of Letter Grades

The University of California does not count “minus” or “plus” grades in computing the grade point average; only the whole grade is used from high school coursework. In other words, a “C-” grade is counted as a “C.”

Example: A student who received “C-” grades in Spanish level 1 and level 2 meets the language proficiency requirement.

10.6.3.e “D” and “F” Grades in Less Advanced Work

Deficient (D/F) grades earned in less advanced work can be validated by completion of more advanced work with letter grades of “C-” or higher.

Examples:

1. A student who completed two years of the same language with grades “DD” and “CC” meets the requirement because the “CC” in the more advanced course validates the “DD” in the first level course.

2. Two years of the same language with grades “DD” and “DC” meets the requirement because the “Ds” are validated by the passing grade in the most advanced class.
3. Two years of the same language with grades “CC” and “DD” does NOT meet the requirement because the “D” grade is not passing and in the most advanced course.
4. A student who completed three years of the same language with grades “CD,” “DD,” and “C-/D” meets the requirement because the “C-” in the more advanced course validates the “CD,” “DD” in levels one and two.

10.6.3.f Repeating Courses with “D” or “F” Grades

A student may have cleared “D” and “F” grades by repeating the course(s) in which the “D” or “F” grades were received.

Example: If a student repeated Spanish Level 2 because of “D” grades and then earned a “C-” or better, it counts as meeting the second year/level completed.

10.7 Subject Area 7: Ethnic Studies

(1 course: 3 semester or 4 quarter units)

10.7.1 CCC courses for Area 7

1. CCC courses for Area 7 could be written with both CSU and UC Ethnic Studies Core Competencies requirements in mind, but the courses must meet either the CSU or UC Ethnic Studies Core Competencies requirement.
2. A course meeting the CSU Ethnic Studies Core Competencies requirement will be deemed to have met the UC Ethnic Studies Core Competencies requirement. Similarly, a course meeting the UC Ethnic Studies Core Competencies requirement will be deemed to have met the CSU Ethnic Studies Core Competencies requirement.

10.7.2 CSU’s definition of the Ethnic Studies Core Competencies requirement

This lower-division, 3 semester (4 quarter) unit requirement fulfills CSU [Education Code Section 89032](#). The requirement to take a 3 semester (4 quarter) unit course in Area 7 shall not be waived or substituted.

To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical

- events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
 4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
 5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

As described in Article 6 in the [CSU General Education Breadth Requirements](#), CSU campuses may certify upper-division ethnic studies courses to satisfy the lower-division Area F requirement so long as adequate numbers of lower-division course options are available to students. As described in Article 2 in the [CSU General Education Breadth Requirements](#), ethnic studies courses required in majors, minors or that satisfy campus-wide requirements and are approved for GE Area F (Ethnic Studies) credit shall also fulfill (double count for) this requirement.

10.7.3 UC's definition of the Ethnic Studies Core Competencies requirement

To be approved for the ethnic studies requirement, community college courses shall have the following course prefixes: African American, Asian American, Latina/o/x American, or Native American Studies (which reflect the specific named populations centered in ethnic studies, hereinafter referred to as the "Populations"). Similar fields and course prefixes (e.g., Black Studies, African Diaspora Studies, Pan African Studies, American Indian Studies, Indigenous Studies, Asian American & Asian Diaspora Studies, Asian American and Pacific Islander Studies, Chicana/o/x Studies, Latina/o/x Studies, Critical Race and Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, antiblackness, racial capitalism, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in any one or more of the abovementioned fields.
2. Apply theory and knowledge produced by the above-mentioned Populations to understand the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of those groups with a particular emphasis on subjection or subject formation, agency and group affirmation.

3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in the communities of the above-mentioned Populations.
4. Critically situated, in historical context, how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by the above-mentioned Populations are relevant to current and structural issues at the local, national, international, and transnational levels. Such issues may include, for example, immigration, reparations, settler colonialism, multiculturalism, and language policies.
5. Describe and engage with anti-racist, abolitionist, and anti-colonial thought, issues, practices, and movements in communities of the above-mentioned Populations seeking a more just and equitable society.

10.8 CSU U.S. History, Constitution, and American Ideals Requirement

The CSU U.S. History, Constitution, and American Ideals (AI) graduation requirement is not part of IGETC. Courses used to satisfy this requirement may also be listed and applied to IGETC Subject Areas 3B and/or 4. CSU campuses have the discretion on whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to also count in Areas 3B or 4.

11 IGETC for STEM

11.1 Students who are eligible to use the IGETC for STEM Majors

- Students preparing for a major in science, technology, engineering, or mathematics are eligible. IGETC for STEM allows students to concentrate on the lower division math and science courses required for a STEM major; and
- If it is impossible for students to complete major preparation coursework and IGETC or CSU GE Breadth without going over 60 units prior to transfer.

IGETC for STEM Majors is applicable only to majors in which the TMC explicitly indicates the availability of the option. As of May 2020, only Chemistry, Biology and Environmental Science allow for IGETC for STEM. A current list of associate degrees for transfer (ADTs) that allow for use of IGETC for STEM can be found at www.c-id.net.

11.2 For IGETC for STEM certification

Complete the following courses before transfer:

- All courses in Areas 1 (except 1C for UC-bound students), Area 2A, Area 5, and Area 7; and
- One course in Area 3A; one course in Area 3B; and one course in Area 4 (the second Area 4 course will eventually need to be from a different academic discipline).
- Complete the following courses after transfer:
- One remaining lower-division general education course in Area 3;
- One remaining lower-division general education course in Area 4 (in a different academic discipline from the first Area 4 course); and

- One course in Area 6 for UC-bound students who have not satisfied it through proficiency.
- Note: These deferred lower division courses must be replaced with calculus and/or science courses required by the major before transfer.

11.3 For CSU

If any specific Associate in Science for Transfer (AS-T) degree allows IGETC for STEM Majors as its general education pattern, the specific courses that should replace the deferred lower division general education courses may be indicated on the Transfer Model Curriculum (TMC) for that discipline.

11.4 For UC

UC will accept IGETC for STEM if the UC school/college/major program to which the student transfers accepts partial IGETC certification. For information on the [IGETC acceptance practices for each UC school/college/major program](#).

11.5 For CSU and UC

Alternatively, STEM students may complete the traditional IGETC. However, IGETC and IGETC for STEM Majors may not be appropriate for those colleges or majors which prefer that transfer students follow a more prescribed lower-division curriculum.

12 Certification Processes

It is the student's responsibility to request IGETC Certification. Each CCC campus has their own processes. It is strongly recommended that students complete the IGETC prior to transfer. Advantages of completing the IGETC may include more flexibility in class selection at the university and timely progress to degree completion.

There is no limitation on the number of courses completed at other United States regionally accredited institutions that can be included in the IGETC certification.

12.1 Who Certifies the IGETC?

Students who have completed coursework at more than one California Community College should have their coursework certified by the last California Community College they attended for a regular term (fall or spring for semester schools; fall, winter, or spring for quarter schools) prior to transfer. If a student requests certification from a California Community College that is not the last school of attendance, it is at the discretion of that community college to certify.

Each CCC campus will process IGETC certifications without regard to current enrollment status or number of units accrued at a particular CCC. The IGETC certification form shall be included or sent with the student's transcript directly to the UC or CSU campus' Office of Admissions.

12.2 Reviewing Coursework from Other Institutions:

12.2.1 Coursework from another California Community College

The coursework should be applied to the subject area in which it is listed by the institution where the work was completed. In other words, if college A is certifying

completion of the IGETC using work completed at college B, college A should place coursework according to the approved list for college B.

12.2.2 Coursework from all Other United States Regionally Accredited Institutions

The coursework from these institutions should be placed in the same subject areas as those for the community college completing the certification (see Section 5.2 for details).

12.3 Instructions for Completing Intersegmental General Education Transfer Curriculum Certification Form

1. The IGETC certification form shall be completed by authorized CCC staff or faculty as determined by each community college. The CCC Articulation Officer should have final review and determination of courses and be the official liaison to the CSU and UC.
2. For each Area, list course(s) taken, name of college or the Advanced Placement exam (minimum score of 3 is required). Advanced Placement cannot be used for Area 1B (Critical Thinking/English Composition) or 1C (Oral Communication). List units in the “Units Completed” column on the right side, indicating quarter or semester units.
3. Full IGETC Certification may be forwarded to the CSU or UC in one of two ways:
 - a. Utilizing a separate form, with all Areas completed (see Section 12.5 for a sample IGETC Certification form).
 - b. Noting full IGETC certification on the official transcript, either hard copy or electronic. Notation must include whether the full certification is for UC or CSU.
 - c. **Example:** “Full IGETC Certification: UC” or “Full IGETC Certification: CSU.”
 - d. Partial IGETC Certifications must be sent as a separate form (see Section 12.4).
4. Courses used for IGETC certification must be passed with a minimum grade of “C” (“C-” is not acceptable, except for high school courses used to satisfy LOTE. See Section 9.3/10.6.2d). A “C” is defined as a 2.0 on a 4.0 scale. A “Credit” or “Pass” is acceptable providing either is equivalent to a grade of “C” (2.0 on a 4.0 scale) or higher. A college transcript or catalog must reflect this policy.
5. On the bottom section of the form, check if IGETC certification is directed to the California State University or University of California.
6. Sign and date the form. A campus seal is not required.
7. The form must come directly from the community college to the UC or CSU campus(es) to be considered official. A copy of the form will be considered official by CSU and UC campuses provided it has an official contact person, contact information, signature or stamp.
8. Students who have completed coursework at more than one California Community College should have their coursework certified by authorized staff from the last California Community College attended for a regular term (fall or spring for semester schools; fall, winter, or spring for quarter schools) prior to transfer. If a student requests certification from a California Community College that is not the last school of attendance, it is at the discretion of that community college to certify.
9. Although not part of IGETC, community colleges may certify completion of the CSU graduation requirement in U.S. History, Constitution and American Ideals. Courses used to meet this requirement may also be used to satisfy IGETC Subject Area requirements. CSU campuses have the discretion on whether to allow courses used to satisfy GE

requirements to also count for CSU United States History, Constitution and American Ideals (AI) graduation requirements (e.g., Area 3B or 4).

10. Open or unofficial transcripts for LOTE are acceptable.
11. When combining quarter and semester unit values within an IGETC Area, units shall be converted to either all quarter units or all semester units to best serve the student. For example, in Social/Behavioral Sciences (Area 4), a student needs either a minimum of 6 semester units or 8 quarter units. If a student takes one 4 quarter unit course and one 3 semester unit course, convert the semester units to quarter units (3 units x 1.5 quarter units = 4.5 quarter units). The student will be credited with 8.5 quarter units in Area 4 and will have satisfied the requirement.

The conversion of units from semester to quarter for meeting minimum unit requirements may result in a student needing additional coursework to meet CSU graduation requirements. To graduate from the CSU, students must complete 48 semester (72 quarter) units of general education which includes 9 semester (12 quarter) units of upper- division general education coursework, as determined by the receiving CSU campus per the CSU's policy on [CSU General Education Breadth Requirements](#) (last updated 12/3/2020).

12.4 Partial IGETC Certification

Partial certification is defined as completing all but two (2) courses on the IGETC pattern. The student petitions for certification and indicates either "full" or "partial" certification sent by the CCC to the UC or CSU.

NOTE: Each UC or CSU campus will inform the student who has submitted a partially certified IGETC of the specific timelines and courses needed to complete the IGETC. Once the student transfers to the UC or CSU the receiving campus will be responsible for verifying that the missing IGETC course(s) has/have been completed and will fully certify.

Partial Certifications must be accompanied by one of the following:

1. A separate form, which clearly indicates the certification is "Partial" with all Areas completed and Area(s) incomplete (See Section 12.5 for a sample IGETC Certification form); or
2. A notation of partial IGETC certification on the official CCC transcript either hard copy or electronic, that explicitly indicates the certification is "Partial" and states what area(s) is/are incomplete and whether the certification is for the UC or CSU.

The student may complete the missing course(s) in one or more of the following ways or in some other manner acceptable to the receiving institution:

1. Take an approved IGETC course, in the area(s) to be completed, at any California Community College at a time that does not require concurrent enrollment, such as during the summer, subject to the approval of the UC or CSU campus of attendance.
2. Take a course approved by the UC or CSU campus of attendance in the Area(s) to be completed at a United States regionally accredited institution at a time that does not require concurrent enrollment, such as during summer.
3. Take an approved IGETC course, in the Area(s) to be completed, at any California Community College while concurrently enrolled at a UC or CSU campus. The student will be subject to the UC or CSU campus rules regarding concurrent enrollment, so this option may not be available. Please consult with your university advisor.

4. Take a course approved by the UC or CSU campus of attendance at a United States regionally accredited institution in the Area(s) to be completed while concurrently enrolled at a UC or CSU campus. The student will be subject to the UC or CSU campus rules regarding concurrent enrollment, so this option may not be available. Please consult with your university advisor.
5. Take a comparable course at a UC or CSU campus in the area(s) to be completed. This option is at the discretion of each UC or CSU campus, so it may not be a choice available to the student. Please consult with your university advisor.

Warning: Students need to meet minimum UC/CSU transfer admission requirements. Therefore, partial certification that acknowledges a deficiency in IGETC Areas 1 and/or 2 may also indicate a student does not meet minimum transfer requirements. Community colleges should make every effort to advise and notify students of such.

12.5 IGETC Certification Form

Intersegmental General Education Transfer Curriculum IGETC Certification

Name: _____ Student ID#: _____
(Last) (First) (Middle)

Transferring to: ___ UC ___ CSU School: _____ Date of Birth: ___ / ___ / ___

A minimum "C" grade is required in each college course for Cal-GETC. A "C" is defined as a minimum 2.0 grade points on a 4.0 scale.		Units Comp.
AREA 1 – ENGLISH COMMUNICATION CSU: 3 courses required, one each from Group A, B and C. UC: 2 courses required, one each from Group A and B		
1A	ENGLISH COMPOSITION (one course – 3 semester or 4 quarter units) Course: _____ College: _____ Advanced Placement (No IB score accepted for this area): _____	
1B	CRITICAL THINKING AND COMPOSITION (one course – 3 semester or 4 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
1C	ORAL COMMUNICATION (CSU requirement only) (one course – 3 semester or 4 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
AREA 2A – MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (one course – 3 semester or 4 quarter units) Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____		
AREA 3 – ARTS AND HUMANITIES (At least 3 courses, with at least one from the Arts and one from the Humanities. 9 semester or 12 quarter units)		
3A	ARTS Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
3B	HUMANITIES Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
AREA 4 – SOCIAL and BEHAVIORAL SCIENCES (2 courses from two academic disciplines. 6 semester or 8 quarter units)		
	Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
	Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES ((At least 2 courses, with one from the Physical Science and one from the Biological Science, at least one of the two courses must include a Laboratory. 7 semester units or 9 quarter units)		
5A	PHYSICAL SCIENCE Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
5B	BIOLOGICAL SCIENCE Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
5C	LABORATORY Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
AREA 6 – LANGUAGE OTHER THAN ENGLISH (UC Requirement Only) (Proficiency equivalent to two years of high school study in the same language.)		
1. Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____		
2. Completed in High School: _____ 3 Other: _____		
AREA 7 – ETHIC STUDIES (1 course: 3 semester or 4 quarter units; this course must be in ethnic studies or in a similar field provided that the course is cross-listed with ethnic studies.) Course: _____ College: _____		
CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION & AMERICAN IDEALS (not part of IGETC; may be completed prior to transfer, 6 units)		
Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____		
Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____		

IGETC certified for: ___ UC ___ CSU Circle one: Full / Partial Certification

Signature: _____ Phone #: ()

Certified by (print name): _____ Title: _____

Date: _____

12.6 IGETC for STEM Certification Form

Intersegmental General Education Transfer Curriculum IGETC Certification

Name: _____ Student ID#: _____
(Last) (First) (Middle)

Transferring to: ___ UC ___ CSU School: _____ Date of Birth: ___ / ___ / ___

A minimum "C" grade is required in each college course for Cal-GETC. A "C" is defined as a minimum 2.0 grade points on a 4.0 scale.		Units Comp.
AREA 1 – ENGLISH COMMUNICATION CSU: 3 courses required, one each from Group A, B and C. UC: 2 courses required, one each from Group A and B.		
1A	ENGLISH COMPOSITION (one course – 3 semester or 4 quarter units) Course: _____ College: _____ Advanced Placement (No IB score accepted for this area): _____	
1B	CRITICAL THINKING AND COMPOSITION (one course – 3 semester or 4 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
1C	ORAL COMMUNICATION (CSU requirement only) (one course – 3 semester or 4 quarter units) Course: _____ College: _____ (No AP or IB scores accepted for this area)	
AREA 2A – MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (one course – 3 semester or 4 quarter units) Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____		
AREA 3 – ARTS AND HUMANITIES (At least 2 courses, with at least one from the Arts and one from the Humanities. 6 semester or 8 quarter units)		
3A	ARTS Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
3B	HUMANITIES Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
AREA 4 – SOCIAL and BEHAVIORAL SCIENCES (1 course (the 2nd course after transfer will eventually need to be from a different academic discipline): 3 semester or 4 quarter units) Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____		
AREA 5 – PHYSICAL and BIOLOGICAL SCIENCES ((At least 2 courses, with one from the Physical Science and one from the Biological Science, at least one of the two courses must include a Laboratory. 7 semester units or 9 quarter units)		
5A	PHYSICAL SCIENCE Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
5B	BIOLOGICAL SCIENCE Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
5C	LABORATORY Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____	
AREA 6 – LANGUAGE OTHER THAN ENGLISH (UC Requirement Only) (Proficiency equivalent to two years of high school study in the same language.) 1. Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____ 2. Completed in High School: _____ 3 Other: _____		
AREA 7 – ETHIC STUDIES (1 course: 3 semester or 4 quarter units; this course must be in ethnic studies or in a similar field provided that the course is cross-listed with ethnic studies.) Course: _____ College: _____		
CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION & AMERICAN IDEALS (not part of IGETC; may be completed prior to transfer, 6 units) Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____ Course: _____ College: _____ Advanced Placement/International Baccalaureate: _____		

****The following IGETC courses must be completed after transfer: one Area 3 and one Area 4 course and Area 6A (UC only)**

IGETC certified for: ___ UC ___ CSU Circle one: Full / Partial Certification

Signature: _____ Phone #: ()

Certified by (print name): _____ Title: _____

Date: _____

12.7 IGETC Certification in a Language Other than English

IGETC Certification in a Language Other than English Proficiency Test Certification

STUDENT'S LAST NAME (PLEASE PRINT)	STUDENT'S FIRST NAME (PLEASE PRINT)	STUDENT ID #
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Purpose:

The purpose of this IGETC certification of "Language Other Than English" (LOTE) is to assist students who have acquired the knowledge of a language other than English and demonstrate proficiency as outlined in the IGETC Standards Area 10.6.

Instructors:

As a college instructor who is fluent in the student's native language you are asked to voluntarily assess the basic language ability of this student who falls into the category listed above.

Criteria:

Equivalent to two (2) years of foreign language as taught in United States high schools. Specifically the student should have;

1. Basic vocabulary of approximately 1,000 words;
2. Basic ability to read, write and speak using the present, past (preterit) and future tenses.

Method of Evaluation:

It is suggested that the instructor give the student written material for the language being evaluated. The material could be a magazine article, or newspaper or other written material. The instructor should ask the student to answer questions in writing that pertain to the written material. The instructor should also ask the student to answer questions verbally. The student needs to demonstrate basic use of present, past (preterit) and future tenses.

I certify that this student possesses basic language proficiency in the following language other than English: _____

I assessed this student's ability by:

1. Requiring the student to answer questions in writing and verbally after reading material written in the language listed above.
2. Determining that the student has basic knowledge of reading, writing, and speaking in the present tense, basic past tense, (preterit) and simple future tense with a basic vocabulary of approximately 1,000 words.

This assessment indicates the student's ability is equivalent to at least two years of high school foreign language as taught in the United States.

INSTRUCTOR'S NAME (PLEASE PRINT)

INSTRUCTOR'S SIGNATURE (PLEASE PRINT)

IGETC Standards Founding Committee

Users of the IGETC Standards are indebted to the faculty, staff, and administrators who from 2006 to 2008 volunteered their time and effort to compile the first edition of this document:

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IGETC Standards Approval History

November 15, 2006: As a result of CIAC suggestion to update and revise IGETC Standards/Notes, an intersegmental committee was formed.

June 12, 2007: Document created.

September 12, 2007: Document reviewed by ICAS and referred to each segment for review and approval.

September 28, 2007: CSU Chancellor's Office, Academic Program Planning Division reviewed and forwarded to CSU GEAC.

October 11, 2007: CSU General Education Advisory Committee (GEAC) reviewed and endorsed the document and forwarded to CSU Senate Executive Committee.

November 3, 2007: Document endorsed by the California Community College Academic Senate at their statewide plenary session.

November 1, 2007: Document forwarded to the UC A & E BOARS subcommittee for review.

November 16, 2007: The A & E subcommittee carried forward the document with a recommendation of approval to the full BOARS committee; the document was approved by BOARS.

December 5, 2007: Approved provisionally by ICAS through June 2008.

April 19, 2008- Document re-endorsed by the California Community College Academic Senate at their statewide plenary session, due to the addition of the Advanced Placement Chart.

April 30, 2008: Final Approval by ICAS

May 8, 2008: CSU approves updated EO 1033. No conflicts with new IGETC Standards. The final signature process begins.

June 4, 2009: Version 1.1 approved by ICAS.

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June 1, 2021: Version 2.2 approved by ICAS

June 2, 2022: Version 2.3 approved by ICAS (includes preview of Ethnic Studies (Area 7) requirement for Fall 2023 implementation)

May 31, 2023: Version 2.4 approved by ICAS

IGETC Standards Ongoing Governance

The IGETC Standards are maintained by the faculties of the University of California, the California State University, and the California Community Colleges, all through their elected representatives on the Intersegmental Council of Academic Senates (ICAS).

The current roster and contact information for both ICAS and the subcommittee that advises it on the IGETC Standards are available at icas-ca.org.